



## BRUSHY CREEK ELEMENTARY

1344 Brushy Creek Rd.  
Taylors, SC 29687

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	777 Students	
<b>Principal</b>	DeeDee Washington	864-355-5400
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent*</b>
2009	Excellent	Average
2008	Good	Average
2007	Good	Below Average
2006	Good	At-Risk

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- **Good** – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- **Average** – School performance meets the standards for progress toward the 2020 SC Performance Vision
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- **At-Risk** – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

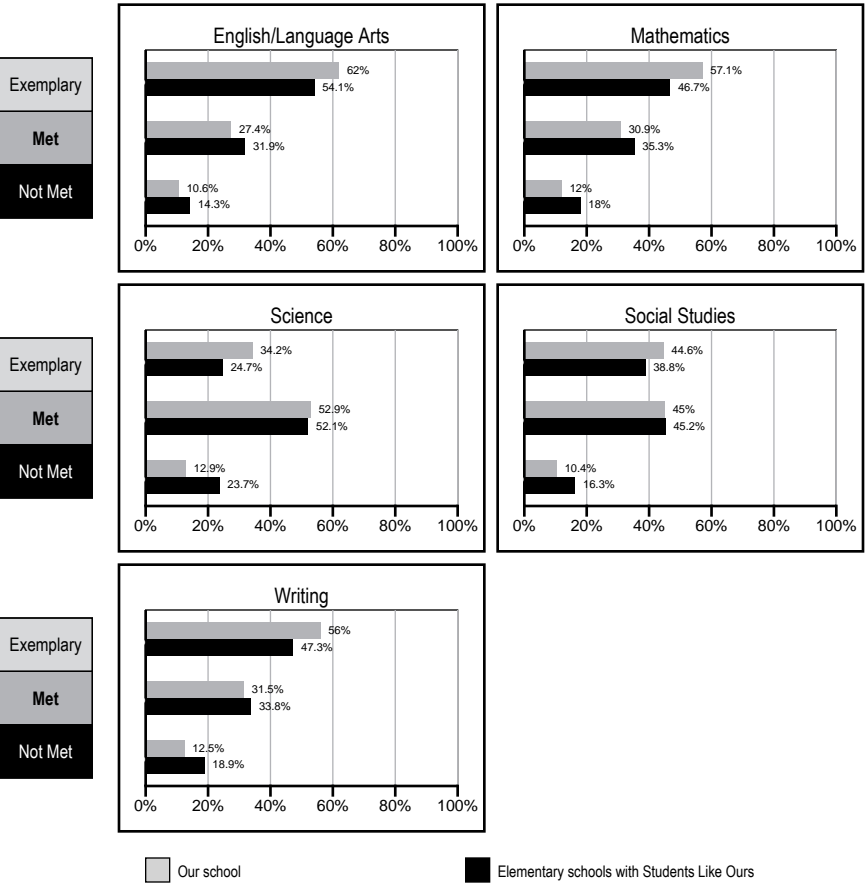
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
26	17	5	1	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=777)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Down from 2.5%	0.9%	1.2%
Attendance rate	96.4%	Down from 96.9%	96.5%	96.1%
Eligible for gifted and talented	25.5%	Up from 20.7%	19.7%	11.7%
With disabilities other than speech	12.1%	Up from 11.8%	7.9%	8.0%
Older than usual for grade	0.3%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	56.8%	Down from 57.4%	62.5%	60.5%
Continuing contract teachers	97.7%	Up from 93.6%	86.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.6%	Up from 88.2%	88.5%	87.0%
Teacher attendance rate	97.6%	Up from 96.4%	96.0%	95.4%
Average teacher salary*	\$46,444	Up 5.2%	\$48,568	\$47,288
Professional development days/teacher	10.3 days	Up from 8.2 days	10.0 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 19.7 to 1	20.6 to 1	19.2 to 1
Prime instructional time	95.1%	Up from 93.2%	92.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,868	Up 1.3%	\$6,904	\$7,548
Percent of expenditures for instruction**	70.4%	Down from 71.4%	70.6%	68.7%
Percent of expenditures for teacher salaries**	68.5%	Up from 65.1%	67.4%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

We are very proud of the success we experienced during the 2009 - 2010 school year. In a collaborative effort, all Brushy Creek stakeholders agreed on a shared vision and goals to guide our work during this school year. Our goals were based on the most recent PASS data, MAP data, and the Education Plan for the School District of Greenville County.

Priority goals for student achievement included the following: improved student performance in Reading and Math, as measured by MAP. Several specific strategies were implemented to achieve these goals. Teachers participated in ongoing professional development, including a book study; helping us to focus on improving strategies for vocabulary instruction across the curriculum. We also focused on strengthening our school's professional learning community framework, essential for increasing student achievement. Finally, teachers worked to increase the rigor of the instructional program as articulated in individual classrooms. Our teachers used MAP data to target individual strengths and weaknesses and to develop flexible groups for reading and math instruction school-wide.

While we are focused on student performance, we also believe that students are entitled to opportunities for character education to maximize their full potential. Therefore, we decided to focus on this area as well. As a result of our efforts our students participated in celebrating the International Day of Peace. Our entire school community came together to create pinwheels with slogans to promote peace. We celebrated by creating a giant peace symbol made of pinwheels on our school grounds.

At Brushy Creek, we continue to remain committed to raising the academic challenge and maximizing the performance of each student. We look forward to continuing the journey next year.

DeeDee Washington, Principal  
Jocelyn Thomas, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	96	52
Percent satisfied with learning environment	100.0%	90.6%	98.0%
Percent satisfied with social and physical environment	100.0%	95.8%	94.2%
Percent satisfied with school-home relations	97.6%	92.7%	90.4%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 25 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	383	100	10.1	26.8	63.1	93.4	84.7	83.5	Yes	Yes
Gender										
Male	215	100	12.3	26.6	61.1	89.7	81.3	80.1	N/A	N/A
Female	168	100	7.4	27	65.6	98.2	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	258	100	6.9	22.2	71	95.6	90	89.6	Yes	Yes
African American	59	100	13.2	43.4	43.4	90.6	73.4	74.6	Yes	Yes
Asian/Pacific Islander	24	100	12.5	25	62.5	87.5	94.3	92.7	I/S	I/S
Hispanic	35	100	26.5	35.3	38.2	88.2	78.4	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	66	100	37.5	25	37.5	68.8	53.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	22	32	46	88	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	140	100	18.9	33.9	47.2	89	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	383	100	12	31.1	56.8	93.7	82	80.4	Yes	Yes
Gender										
Male	215	100	12.3	29.6	58.1	92.6	80.5	78.4	N/A	N/A
Female	168	100	11.7	33.1	55.2	95.1	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	258	100	7.7	28.6	63.7	95.6	87.7	87.8	Yes	Yes
African American	59	100	26.4	37.7	35.8	92.5	68.4	69.3	Yes	Yes
Asian/Pacific Islander	24	100	16.7	20.8	62.5	91.7	94.9	93.5	I/S	I/S
Hispanic	35	100	17.6	44.1	38.2	85.3	78.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	66	100	42.2	32.8	25	70.3	46.1	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	16	32	52	88	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	140	100	22.8	37.8	39.4	87.4	72.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	261	98.9	12.4	51	36.5	87.6	70.6	67.3
Gender								
Male	151	99.3	12.7	45.8	41.5	87.3	70.1	66.9
Female	110	98.2	12.1	57.9	29.9	87.9	71.1	67.7
Racial/Ethnic Group								
White	172	100	6.7	50.3	42.9	93.3	80.2	79.6
African American	44	95.5	23.8	52.4	23.8	76.2	50.4	49.7
Asian/Pacific Islander	16	93.8	13.3	40	46.7	86.7	86.4	84.4
Hispanic	23	100	34.8	52.2	13	65.2	60.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	44	95.5	42.9	28.6	28.6	57.1	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	28	100	27.3	45.5	27.3	72.7	60.6	58.6
Socio-Economic Status								
Subsidized meals	96	99	21.3	53.9	24.7	78.7	57.1	55.4

Social Studies

All Students	262	98.9	10	45.8	44.2	90	73.2	70.9
Gender								
Male	150	100	9	41	50	91	72.8	70.1
Female	112	97.3	11.4	52.4	36.2	88.6	73.7	71.7
Racial/Ethnic Group								
White	179	99.4	8.6	43.1	48.3	91.4	79.8	79.2
African American	37	100	9.4	62.5	28.1	90.6	57.9	58.4
Asian/Pacific Islander	14	100	14.3	14.3	71.4	85.7	86.9	86.8
Hispanic	28	92.9	16	60	24	84	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	44	95.5	32.5	50	17.5	67.5	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	33	93.9	13.9	44.4	41.7	86.1	69	68
Socio-Economic Status								
Subsidized meals	98	98	14	51.2	34.9	86	61.6	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	384	95.8	12.5	31.5	56	87.5	74	72.1	96.4	96.2
Gender										
Male	217	95.9	17.9	34.7	47.4	82.1	67.2	65.2	96.1	96.2
Female	167	95.8	5.8	27.6	66.7	94.2	81.1	79.2	96.7	96.3
Racial/Ethnic Group										
White	256	95.7	8.9	28.3	62.9	91.1	81.6	80.8	96.4	96.1
African American	60	96.7	19.6	41.2	39.2	80.4	58.6	59.7	95.7	96.2
Asian/Pacific Islander	25	96	16.7	33.3	50	83.3	88.8	87	97.7	97.5
Hispanic	36	94.4	21.2	36.4	42.4	78.8	63.1	64.6	96.3	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.7	73.4	92.8	94.8
Disability Status										
Disabled	68	76.5	51	30.6	18.4	49	29.5	27.7	95.6	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	46	95.7	20.4	32.7	46.9	79.6	62.9	63.7	97.2	97
Socio-Economic Status										
Subsidized meals	141	92.2	21.4	43.6	35	78.6	61.1	61.9	95.5	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	138	100	13	22.1	64.9	87
	4	111	100	16.3	38.5	45.2	83.7
	5	129	99.2	12	38.5	49.6	88
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	127	100	5.8	13.3	80.8	94.2
	4	139	100	13.3	40.7	45.9	86.7
	5	117	100	10.8	24.3	64.9	89.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	138	100	10.7	32.1	57.3	89.3
	4	111	100	10.6	47.1	42.3	89.4
	5	129	99.2	18.8	37.6	43.6	81.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	127	100	10	17.5	72.5	90
	4	139	100	11.1	43	45.9	88.9
	5	117	100	15.3	31.5	53.2	84.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	68	100	24.6	46.2	29.2	75.4
	4	111	100	19	56.2	24.8	81
	5	63	100	19.6	48.2	32.1	80.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	63	96.8	10.3	34.5	55.2	89.7
	4	139	100	13.2	60.3	26.5	86.8
	5	59	98.3	12.7	45.5	41.8	87.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	71	100	6	25.4	68.7	94
	4	110	100	16.3	58.7	25	83.7
	5	65	100	18	32.8	49.2	82
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	64	98.4	6.7	31.7	61.7	93.3
	4	138	99.3	10.5	52.6	36.8	89.5
	5	60	98.3	12.5	44.6	42.9	87.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	138	96.4	13.4	29.9	56.7	86.6
	4	113	93.8	21	47	32	79
	5	127	97.6	22.6	33	44.3	77.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	127	97.6	8.5	23.7	67.8	91.5
	4	139	95.7	16.3	32.6	51.2	83.7
	5	118	94.1	12.4	39	48.6	87.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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